



Week 4: Action Planning and Personal Growth

Overview

So far in the Comprehensive Needs Assessment of your selected campus, you have analyzed demographic and student learning data through the AYP report, as well as the various Academic Excellence Indicator System (AEIS) reports and selected a target area of weakness. You have written a measurable goal and objective for the target area, and you have researched strategies and activities, including specific professional development, to address the target area and meet the goal and objective.

This week, you will complete a campus action plan and an agenda for a one-day professional development that addresses the target weakness.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 4 Assignment: Action Planning and Professional Growth				
Part 1: Create a campus action plan ELCC 2.2 a., b., c. ELCC 2.3 a., b., c.	Completes campus action plan to address targeted area of need based on analysis of data from the needs assessment (i.e., AYP, AEIS, multi-year, & CI reports and demographic data). Plan includes all critical elements from the lecture and PowerPoint addressed: S.M.A.R.T. goal & S.M.A.R.T. objective, targeted subgroups, and a minimum of three research based strategies/activities which address the objective in the action plan, person(s) responsible, timeline, resources/estimated cost, formative evaluation, & summative evaluation. (10 points)	Completes action plan to address targeted area of need based on analysis of data from the needs assessment (i.e., AYP, AEIS, multi-year, & CI reports and demographic data). Plan includes five to six critical elements from the lecture and PowerPoint addressed: S.M.A.R.T. goal & S.M.A.R.T. objective, targeted subgroups, and a minimum of two research based strategies/activities which address the objective in the action plan, person(s) responsible, timeline, resources/estimated cost, formative evaluation, & summative evaluation. (8 points)	Completes action plan to address targeted area of need based on analysis of data from the needs assessment (i.e., AYP, AEIS, multi-year, & CI reports and demographic data). Plan includes one to four critical elements from the lecture and PowerPoint addressed: S.M.A.R.T. goal & S.M.A.R.T. objective, targeted subgroups, and a minimum of one research based strategy/activity which addresses the objective in the action plan, person(s) responsible, timeline, resources/estimated cost, formative evaluation, & summative evaluation. (7 points)	Does not complete action plan. (0 points)
Part 2: Complete an agenda for one professional development day. ELCC 2.4 a., b.	Develops a professional development agenda that connects directly to the goal and objective stated in the action plan and	Develops a professional development agenda that addresses the goal/objective cited in the action plan including the topic &	Develops a professional development agenda that fails to address one of the following: the goal/objective cited in the action	Does not tie the professional development agenda to the goal/objective stated in the action plan or state strategies/activities

	<p>includes the topic, subtopic, and addresses adult learning (i.e., observations with feedback, collaborative reflection, coaching, lesson plan reviews, etc.) strategies/activities for the agenda's delivery.</p> <p>Completes a detailed timeline (including dates of implementation, monitoring points for formative assessments) and a plan for follow-up training as needed to ensure optimal implementation.</p> <p>(10 points)</p>	<p>subtopic, but does not specify strategies/activities addressing adult learning to deliver professional development.</p> <p>Creates a follow-up plan that lacks sufficient detail within timeline. Lacks dates of implementation, monitoring points for formative assessments or follow up training to ensure optimal implementation.</p> <p>(8 points)</p>	<p>plan or a follow-up plan for professional development and implementation.</p> <p>(7 points)</p>	<p>for professional development delivery. Does not create a timeline or follow-up professional development.</p> <p>(0 points)</p>
Responses and Mechanics	<p>Few errors in grammar, spelling or punctuation.</p> <p>(5 points)</p>			<p>Multiple errors in grammar, spelling or punctuation.</p> <p>Responses lack clarity and depth.</p> <p>(0 points)</p>

Part 1: Campus Action Plan

(ELCC 1.1a,b;1.2b,1.3a,b;1.4a,b,c;2.1a;2.2a,b,c;2.3a,b,c;3.3a,b)

For a campus to make lasting change, school improvement must be an ongoing, continuous process. In Part 1, you will demonstrate your understanding of continuous improvement by creating an action plan for an area of weakness that you identified in an analysis of AEIS data. Your budget for the plan is \$6,000.

Directions:

- In Resources, locate and view the PowerPoint, *District and Campus Planning and Decision Making*, from Education Service Center XV. This PowerPoint provides information that will help you successfully complete the action plan for your Application assignment.
- Review the Friend ISD Action Plan, and use it as an example for creating the action plan for your selected campus.
- Complete the action plan for your selected campus. Remember your budget is \$6,000.
- This sample plan is “very” minimal. Research scientifically based strategies and programs including technology strategies and programs and professional development. (See Resources: Helpful Websites-Weeks 3 & 4). Be creative in your action plan.

Sample Action Plan

S.M.A.R.T.Goal (long range,3-5 years): Friend ISD will have an Exemplary rating by 2015.				
S.M.A.R.T. Objective (current school year): By May 2012, 86% of all students and student groups*, including special education students tested, will pass all portions of the state assessment, and the performance gap will be reduced by 10% between student groups.				
Activity Strategy	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
Provide after-school tutorials for students at-risk for failure.	Sonia Jones	Oct. – Nov. 2011 Jan. – April 2012	SCE Funds Materials: \$2038 .4 FTEs: \$11,480	Students at-risk for failure will demonstrate improvement on six-week exams and benchmark tests, per disaggregated data reports.
Hire two additional math teachers to reduce the student-teacher ratio from	Edward Goodwin	Aug. 2011 – May 2012	SCE 1.4 FTE: \$42,000 (140 students, 5 math teachers, 70% at-risk Need 2 additional teachers to reduce the ratio to 20:1	Improved six-week grades for all students, especially those at-risk for failure in math.

28:1 to 20:1 to meet the needs of students at-risk for failure in math.			Calculation: 2 teachers hired at \$30,000 each; 70% of \$60,000 charged SCE)* *Not included in the plan	
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Campus Action Plan

S.M.A.R.T. Goal (long range, 3-5 years): By 2014, the Hispanic subpopulation of University Park Elementary will be attaining Exemplary standings.				
S.M.A.R.T. Objective (What we can accomplish in one school year): At least 90% of the fourth grade Hispanic subpopulation at University Park Elementary School will receive Exemplary standings in Reading for 2013.				
Target Group(s): Hispanic subpopulation				
Activity/ Strategy (Include 3)	Person(s) Responsible	Timeline	Resources/Estimated Cost	Formative Evaluation
1. Utilize ARI teacher to support the reading instruction of targeted students.	Accelerated Reading Instruction (ARI) teacher –TBD for 2011-12 school year	October 2011- March 2011	Campus allotted funds: \$25 hour, 6 hours a day, 5 days a week= \$750 week (not included in action plan budget)	Students in the Hispanic subpopulation will demonstrate improvement on six-week benchmark tests. DRA (reading assessment) results from testing throughout year.
2. Increase differentiation in reading lessons to better understand student styles to enhance learning.	Dr. Lynda Carter, grade level team leaders, Denise Beutel (ELA Special Teacher on Assignment)	August 2011-April 2011	Resource: Schelecty's: "Working on the Work" lesson design utilizing "choice" for students Resource: Campus professional development sessions led by Denise Beutel during district ELA designated staff	Students in the Hispanic subpopulation will demonstrate improvement on six-week benchmark tests.

			professional development day. Cost: \$1,000 for supplies	
3. Develop enhanced reading abilities through classroom supplemental materials to aid in lessons for Hispanic Population.	Lauri Kennedy (ESL teacher)	October 2011- March 2011	\$3,000 to enhance classroom Libraries. \$2,000 for ESL support materials	Students in the Hispanic subpopulation will demonstrate improvement on six-week benchmark tests. DRA (reading assessment) results from testing throughout year.

Summative Evaluation: Explain the summative evaluation process for the campus action plan.

<p>Part of the evaluation process is summative and another aspect is formative. TAKS testing is the summative assessment to which I plan to utilize for most areas the plan to ensure the system is effective. Summative assessments “referred to tests administered after learning is supposed to have occurred to determine whether it did” (Stiggins, 2005, pg. 326). The TAKS test will be administered at the end of the school year to assess whether students have learned the appropriate skills. I also have benchmarks planned my summative assessments. These assessments are given to determine if students have learned the appropriate skills once every six weeks.</p> <p>Another form of assessment is formative which “has been the label used for assessments conducted during learning to promote, not merely judge or grade, a student success” (Stiggins, 2005, pg. 326). The DRA reading inventory will be administered at least three times a year for at risk students. This inventory allows teachers to understand the reading areas the students need to work on and drive the teacher’s instruction.</p> <p>Stiggins, R. (2005). From formative assessment FOR learning: A path to success in standards-based schools. <i>Phi Delta Kappan</i>, 87(4), 324-328.</p>

Part 2: Professional Development Agenda (ELCC 2.4 a,b,c)

Professional growth is an integral part of a Campus Improvement Plan. In professional learning communities, staff members understand that continuously honing one's skills is necessary for ongoing school improvement.

In Part 2 of this week's Application, you will develop an agenda for a professional development day that addresses the targeted campus need and include a timeline for follow-up professional development.

Directions:

- In Resources, locate and view the PowerPoint, *Professional Development Planning: Matching Trainings to Teacher and Student Learning Needs*, from the School Improvement Resources Center (SIRC) of Region XIII Educational Service Center. This PowerPoint provides information that will help you successfully complete the professional development portion of this assignment.
- Develop a one-day professional development agenda that does the following:
 - Connects directly to the goal/objective cited in the action plan.
 - Includes the topic and subtopics for the professional development day.
 - Includes strategies/activities from Week 3 research that are directly related to the goal/objective stated in the action plan.
- Develop a timeline and plan for follow-up professional development to ensure implementation. Follow-up can include coaching, classroom observations with feedback, staff meetings, lesson plan reviews, and other appropriate activities.

Professional Development Agenda

Action Plan Goal: By 2014, the Hispanic subpopulation of University Park Elementary will be attaining Exemplary standings.				
Action Plan Objective: At least 90% of the fourth grade Hispanic subpopulation at University Park Elementary School will receive Exemplary standings in Reading for 2013.				
Topic: Understanding areas of strength and weakness and creating appropriate lessons to enhance classroom instruction.				
Subtopics (if applicable): WOW design elements (The Working on the Work (WOW) framework - Phillip C. Schelecty)				
Grade Level: 2 nd -4 th grade	Facilitator: Dr. Lynda Carter and Leanne Knight	Location: August 17, 2011 in UP Cafeteria	Start Time: 8:00	End-Time: 3:45
Strategy/	Purpose	Description	Steps	Estimated

Activity				Time
Welcome and team building	To create team norms for more effective team work throughout day	<p>A. list of key interpersonal skills of successful teams</p> <p>B. the group writes three core team interaction norms</p> <p>C. brainstorm to identify things that individuals can do to practice or reinforce each norm.</p> <p>D. Have a spokesperson share norms with the full group. The full group compiles a master list of team interpersonal norms.</p>	<p>Utilize teambuilding lesson called <u>Interpersonal Team Norms</u> from: click here</p> <p>Author: Tom Siebold.</p> <p>Objective: To identify interpersonal skills that support team success</p> <p>How the author has used the activity: Successful teams find a way to interact in a productive and effective way. I like to use this activity to encourage participants to not only identify interpersonal skills that lead to team success, but also to make a commitment to core interpersonal norms.</p> <p>Activity: Divide into small groups. Each group should have a Team Interaction Chart (see below). The groups are directed to do four tasks:</p>	8-8:45

			<p>A. Make a list of key interpersonal skills that teams must practice in order to be successful (one example is listed on the Chart).</p> <p>B. From the skills listed in column one on the Chart, the group should write three core team interaction norms (one example is given on the Chart).</p> <p>C. Have the group brainstorm to identify things that individuals can do to practice or reinforce each norm.</p> <p>D. Have a spokesperson share the small group's interpersonal norms with the full group. From the norms presented, the full group can compile a master list of team interpersonal norms. This list should be printed and subsequently given to all team members. The team may even want to have a poster made of the norms to be</p>	
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			placed in the team meeting room. <i>Team Interaction Chart</i> has three columns and at least four rows. One column for Key Interpersonal Skills , one column for norms , and one column for Some things to work on . Rows are numbered one through four.	
Overview	Inform participants of day's schedule	Inform participants of day's schedule	Review agenda for day	8:45-8:55
Each staff member must take the 4 th Grade Reading TAKS Released test and grade their own test	Understand the skills needed for mastery of TAKS testing.	Each participant will utilize their campus issued laptop to locate the TAKS 2009 released TAKS test. Teachers will take test within time allotted. Tests will automatically be graded.	Teachers will use their school issued laptops to complete released TAKS 2009 found at click here Since teachers will finish at different times, they may go over missed questions, takes notes of questions that they can assume students will find struggle, etc.	8:55-10:00
break	Bathroom/drinks break	Bathroom/drinks break	Bathroom/drinks break: Timer is put on Projector so participants know how much time is left of the break. Timer also has a buzzer so	10-10:15

			participants know when they need to regroup.	
Chart 2011 TAKS results	To understand the testing data to make appropriate decisions for classroom change.	Teachers will be provided with all the 2011 TAKS reports from AIES to disaggregate and chart results.	In grade level groups, use the 2011 TAKS results to disaggregate all areas of the TAKS test. Teachers will also find questions that more than 10% of students missed. Teachers will pay close attention to the results of the Hispanic population since their scores are not yet at Exemplary level.	10:15:-11
Reflections and Data based decision making	Reflections are important to ensure that data is taken to the next step and utilized in the classroom.	Teachers will fill out reflections guide so they will be able to properly lesson plan later in the professional development day.	In grade level teams: Use Reflections guide found in Thomas, R.S (2006). How to survive data overload. Principal Leadership, 7(2), 39-42	11-12
Lunch	Lunch: teachers will have lunch on their own	Lunch: teachers will have lunch on their own	Lunch: teachers will have lunch on their own	12-1
Regroup	Show "Changing Education Paradigms" video	Show "Changing Education Paradigms" video by Sir Ken Robinson using RSA Animate.	Show "Changing Education Paradigms" video found from YouTube: click here	1-1:15
Differentiating	Review WOW	Review WOW	Go over areas in	1:15-2

instruction	framework and focus on choice and engagement	framework and focus on choice and engagement. Use the WOW handbook for resources.	<p>the WOW framework of choice and engagement. Use the WOW handbook for resources.</p> <p>Choice:</p> <ul style="list-style-type: none"> •Are students provided with wide choice in the means they will employ to produce the product and the performance as well as choice of the time, sequence, and order of the completion of tasks? •Are students provided optimum choices with regard to the product to be produced or the nature of the performance to be presented? <p>Engagement: High attention and high commitment --- Authentic, willing and purposeful attention and true commitment to the demands of quality work.</p> <p>Student engagement should be the central concern of all teachers so that student achievement will increase. The core business of</p>	
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			<p>our school is to create challenging, engaging, and satisfying work for every student, every day; therefore, staff engagement is seen as attention and commitment to designing such work.</p> <p>Students who are engaged learn at high levels, retain what they learn, and can transfer what they learn to new contexts.</p>	
Schelecty's Working on the Work(WOW) framework design lesson building	Design lesson	Design lesson utilizing WOW framework	<p>Design team will break up with grade level groups to help each team design one lesson that they can utilize with their students. They will follow their framework to create the lesson.</p>	2-3
Review of Day/and closings	Reinforce with teachers what they learned through the day.	Reinforce with teachers what they learned through the day.	<p>Leader will regroup everyone to whole group. Leader will go over main points of retention. Then ask teachers their "ah ha" moments of the day. Go over that we will do a reflection and survey before leaving for the day.</p>	3-3:15

Personal Reflections	Teachers need to go over what they have learned so they can later look back to better remember they events of the day. This helps teachers be able to implement change.	Teachers will use their own journal to reflect on day.	In teacher journal (may be digital blog, Moodle, or paper journal) teachers will reflect on what they learned through the day, any moments that stand out to them, and how they will utilize the information they obtained to help their students.	3:15-3:30
Survey	So instructor is aware if the day was successful.	Teachers log into Eduphoria and do district survey of day's course.	Teachers will log into Eduphoria so they can complete survey.	3:30-3:45

Professional Development Follow-up

Explain in a paragraph how you would follow up your professional development agenda to insure successful implementation of the strategies/program/activities. Include the strategy/activity and a timeline.

After the professional development, I plan to utilize the district Ning for discussion. I will pose that teachers discuss the lesson they created in their first post which will need to be completed by mid September. Then, the teachers will need to return to the Ning and post how successful the lesson was with their students. This reflection piece needs to be completed by the beginning of October. The teachers can discuss ways to enhance the lesson so that if others try the lesson, they can learn from someone who has done the lesson. This will also allow teachers to reflect on their ability to differentiate within the confines of their own classroom and the success they have working with all students. Teachers can learn from each other and have a portal where they can feel comfortable asking for help if needed.

E-portfolio assignment: Complete II-007 "Decision Making and Problem Solving" Course-Embedded Internship Log 2 in TK20.

E-portfolio assignment: Complete "III-008 Budgeting, Resources Allocation, and Financial Management" Course-Embedded Internship Log 2 in TK20.

Continue to complete Campus-Supervised internship reflection logs in your 3-ring binder. All course-embedded and campus-supervised logs must be completed prior to enrolling in your 11th course, EDLD 5398 Internship.